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ABSTRACT

This document defines Project Simu-School and gives its history; presents the goals, objectives, and tasks of the Chicago and Santa Clara components and of the Council of Educational Facility Planners; presents the goals, objectives, tasks, and membership of the advisory-planning board; and discusses the proposed future plan. Discussion of the future plan includes consideration of the need for research-development-dissemination of information on educational planning and of the goals, objectives, structure, and tasks of the Voluntary International Planning System. An appendix contains the directory of Project Simu-School. (IRT)

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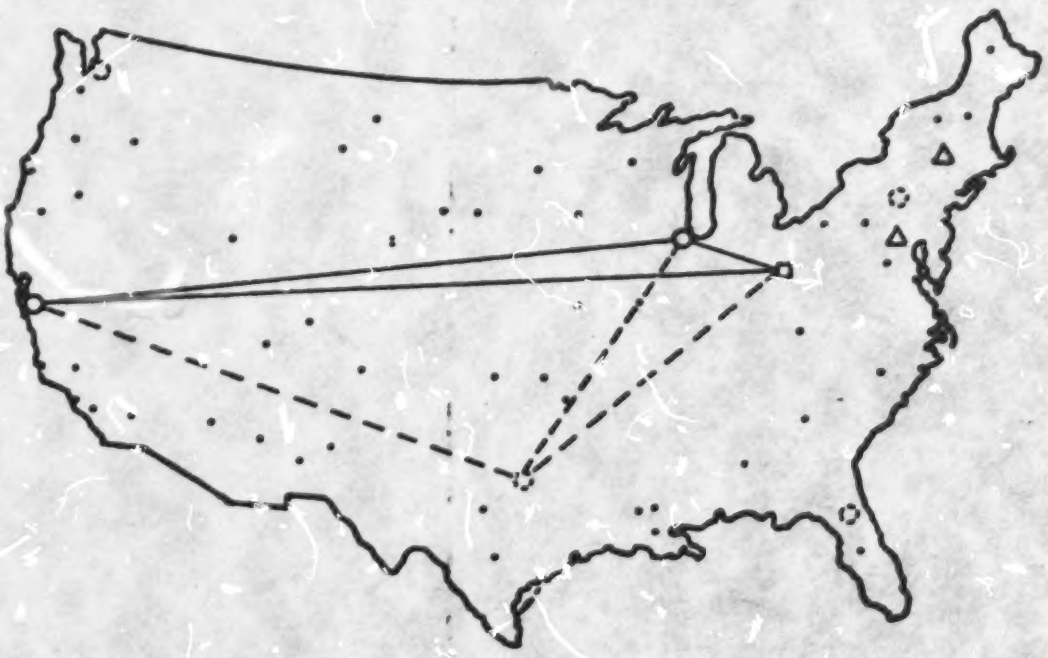
"SIMU~SCHOOL"

A "Joint Venture" For RESEARCH, DEVELOPMENT & DISSEMINATION in *Educational Planning*



○ 1. The Chicago "Planning Center" Component
○ 2. The Santa Clara "Development" Component
□ 3. The Center for Educational Planning
◌ 4. Future Components
· 5. Future Participating Members
△ 6. Support Members

EA 008 750

Center for Educational Planning

Functions, Roles, and Relationships of Components of Project Simu School

September 1972

A POSITION PAPER

by

L. W. Hunt

Research Report Number One
of
Simu School: The Santa Clara County Component
Sponsored by a Grant From
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Elementary and Secondary Education Act

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I. INTRODUCTION

A. Simu School Defined

The broad goal of Project Simu School is to improve the process of educational planning by translating the aspirations of people into improved programs of education.

Education is herein broadly defined as the effects of all learning experiences to which a person is exposed during his lifetime. Such experiments originate through all aspects of the society in which a person lives. Hence, educational planning includes all societal influences which surround the learner.

New knowledge, new technologies and new planning processes provide tools for improving the quality of life and living. One objective of the project is to improve educational opportunities available to the people in a community through the use of new and improved planning tools and processes.

B. History

Initiated by the Committee on Architecture in Education of the A. I. A., Project Simu School was originally devised to develop computer-based simulation for educational planning which would involve all recipients of educational programs in a 'fast-track' planning process. A planning grant from USOE enabled a task force to outline a system of national and satellite components which would be responsible for improvement in the planning for educational facilities in a community.

Funding which became available from USOE under Title III, Section 306, E. S. E. A., allowed selected local education agencies to become participants in the development of the planning system. The first component was established and operated by the Chicago Board of Education. The Santa Clara County Office of Education initiated the second component under a separate but related grant. Additional components are anticipated to complement existing units as the system develops. Local components represent diverse publics and specific planning interests.

Coordination of the efforts of local components is achieved through a national advisory/planning board which assists the units. This board has responsibility for the establishment of a Center for Educational Planning.

II. SIMU SCHOOL TODAY

A. The Chicago Component

1. Goals and Objectives

Two major goals were assumed by the Chicago component: (1) improve educational planning processes used by the Chicago Board of Education; and (2) contribute to the development of the national center for educational planning. Participation by Chicago was based on a plan to establish a Center for Urban Educational Studies to serve for training of personnel, and for planning activities for the Board of Education of the City of Chicago. Sub-projects were selected to provide the necessary base information for the development of the center, planning processes and techniques, and a setting in which planning could be carried out.

Tasks

a. Year One (1971-72)
Major tasks assumed:

(1) A critical review of the educational planning process in order to undertake an intensive study of the methodological and informational requirements for more effective planning;
(2) Identification of the structure of a school district simulation model for estimating the demand for educational services;
(3) The development of a prototype "game" for use in illustrating the process of educational facilities planning;
(4) A preliminary development of a facilities planning sub-system of a Management Information System;
(5) The development of position papers on some key aspects of facilities planning, e.g., student flows, cost-benefit analysis of alternative facility solutions, allocation of mobile units, charettes, program evaluation techniques, etc.

b. Year Two (1972-73)
Major tasks projected:

(1) Development, including designing, remodeling, and furnishing, of a prototype planning center;
(2) Initiation of a training component which will provide for community involvement in the planning process as well as for training of future planners;
(3) Preliminary development of a Knowledge Center containing planning literature as well as visual aids materials concerned with planning;
(4) Continued development of a facility planning subsystem of a Management Information System;
(5) A feasibility study for the application of computer simulation models to the planning of educational facilities; and

(6) Preparation of Staff Development Studies on some key aspects of educational planning. (Specific areas for exploration to be coordinated with other components.)

B. The Santa Clara Component

1. Goals and Objectives

Two broad goals were adopted by the Santa Clara County office of Education, in the establishment of a component center for Project Simu School: (1) improvement in educational planning in the school districts of the County; and (2) development of planning processes and packages which could be adapted for use by the national center. Representing an intermediate administrative unit in a rapidly changing area encompassing population centers ranging from rural to urban in development, Santa Clara was envisioned as a center which would complement the Chicago urban center. The Santa Clara component has three major assignments: to develop computer capability to expand the planning model(s) developed by Chicago; to build a data base to be used to test ple planning processes which were to be incorporated into the prototype planning center; and to design planning processes and sub packages to be used in communities changing from rural to urban characteristics.

2. Tasks

Major tasks projected:

a. Develop a proposed "national system": for education and facility planning, in cooperation with CEFP;
b. Develop one or more planning process-models and test in at least two school communities in Santa Clara County, using historical base data and factors which study shows to have affected educational programs;
c. Develop computer software designed to more effectively utilize data to provide needed planning information;
d. Prepare Staff Development Studies on some key aspects of educational planning; and
e. Plan and prepare for the continuation of an Interagency Educational Planning Center in Santa Clara County.

C. The Advisory-Planning Board

1. Goals and Objectives

The broad goal of the Advisory-Planning Board is to improve educational planning in communities. Major objectives within this goal are:

a. Strengthen policy development in communities;
b. Involve citizens in planning for education;
c. Improve the flow of relevant data;
d. Improve operational planning toward achievement of goals;
e. Improve allocation of resources and funding capabilities;
f. Improve evaluation/modification of plans;

g. Seek new options for education;
h. Seek "neutrality" in processes for planning.

2. Tasks

The Advisory-Planning Board assumes the following tasks:

a. Establish national Center for Educational Planning;
b. Give consideration to, and recommendations concerning the goals and priorities in Project Simu School (national and local components.)
c. Coordinate the activities of the Components toward the achievements of the objectives of the project;
d. Assist in planning and evaluation of the work of all components;
e. Study the formation of new components and/or planning centers;
f. Seek sources of continuation and/or expansion funds for the project, and
g. Assist in dissemination of information about the project and the results of the work of the components.

3. Membership

Members are appointed to the Advisory-Planning Board by the Board of Directors of the Council of Educational Facility Planners, to serve for three-year overlapping terms. The Board is composed of nine persons who have proven expertise in education or the educational planning process, selected according to qualifications in the following areas:

a. Architecture
b. Education
c. Educational Planning
d. Community Planning
e. Data Management
f. Industrial Development

Within the nine-member board are representatives of the local components, minority groups, and various geographic regions. Individuals may meet the qualifications of one or more of the categories.

D. Council of Educational Facility Planners
1. Goals and Objectives

CEFP has as its major goal the improvement of educational and educational facility planning. Objectives of the programs adopted by CEFP to achieve the major goal include:

a. Improve educational planning processes through development of new techniques for planning;
b. Collect and disseminate useful information about education and educational planning;
c. Provide training/experience opportunities for planners;
d. Establish a national or international network of planning centers to utilize all planning resources available;

e. Provide effective management of resources;
f. Seek sources of support for planning activities.

2. Tasks

Within Project Simu School, CEFP undertakes the following tasks:

a. Appointment of members of the Advisory-Planning Board;
b. Management of operational functions of the Board. including calling meetings, etc.;
c. Review, publication and dissemination of documents produced by Simu School Components;
d. Development of plans for initiation of the Center for Educational Planning;
e. Securing of funding for continuation and expansion of the network of planning components;
f. Provision of leadership in identification of appropriate personnel to conduct special studies.

III. A PROPOSED FUTURE PLAN*

A. Need for Research-Development-Dissemination

The obvious and long overdue need for a coordinated system to serve those who engage in educational planning has been identified and documented in numerous publications and research papers. Summarized, the problems and needs may be stated as follows:

1. Problems facing educational planners

   a. Mission: the existing limitations which deter school systems (and people) from adapting to rapid change, which is a central fact of our time;
   b. Quality: too frequent examples of the failure of schools to provide quality educational programs needed by individual and widely differing learners;
   c. Cost: soaring costs of providing, operating, and maintaining traditional school systems; and
   d. Planning: lack of information, tools, skills, and methodologies to produce timely diagnoses of problems, timely responses, or for weighing issues and resolving conflicts.

2. Needs identified to assist in resolving these problems
   a. Widespread community participation to:
      (1) Facilitate redefining of goals
      (2) Speed analysis of problems
      (3) Open channels of communication which can create common understandings and open alternative means for resolving conflict
   b. Skill development by participants in educational planning to:
      (1) Define problems
      (2) Establish priorities
      (3) Process data
      (4) Devise tests of options against their costs
      (5) Evaluate formidable amounts of information
      (6) Find and use tools
      (7) Work with many people with divergent views
   c. Tools to:
      (1) Secure and use learning strategies
      (2) Gather information
      (3) Process data
      (4) Communicate ideas
      (5) Build new tools
      (6) Develop a "plan for planning"

Many of the tools and skill-building techniques have been developed in selected individual school districts and are in partial use in some planning programs. Of critical importance, however, is the systematic compilation of information about processes which are being used, testing of techniques

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*Part III represents a position paper including the development recommendations of the writer.

which are effective, training planners to use them, and making available to users the results of the research and development activities being carried on.

A proposed approach to meeting these needs of educational planners is the formation of an international voluntary planning and development system to provide an exchange of information and sharing of developmental tasks.

B. A Voluntary International Planning System

1. Goals and Objectives

The major goal of the system will be the improvement of educational planning through the coordination of efforts of educational planners. Objectives will include:

a. Establishment of component centers for research, development and testing of planning techniques;
b. Inclusion of existing educational planning systems as contributing components;
c. Receive from, or disseminate to participating members information about, or assistance in, educational and facilities planning;
d. Establishment of a Center for Educational Planning to serve and coordinate the efforts of components centers and participating members;
e. Provision of professional and financial support.

2. Structure and Tasks

a. Component Centers:

Component centers are educational and/or facility planning centers functioning within educational or planning agencies, which agree to general or specific commitments to the cooperative efforts of the "system". Each component center is financed through local agency funding, grants, and/or contracts, generally independent of the Center.

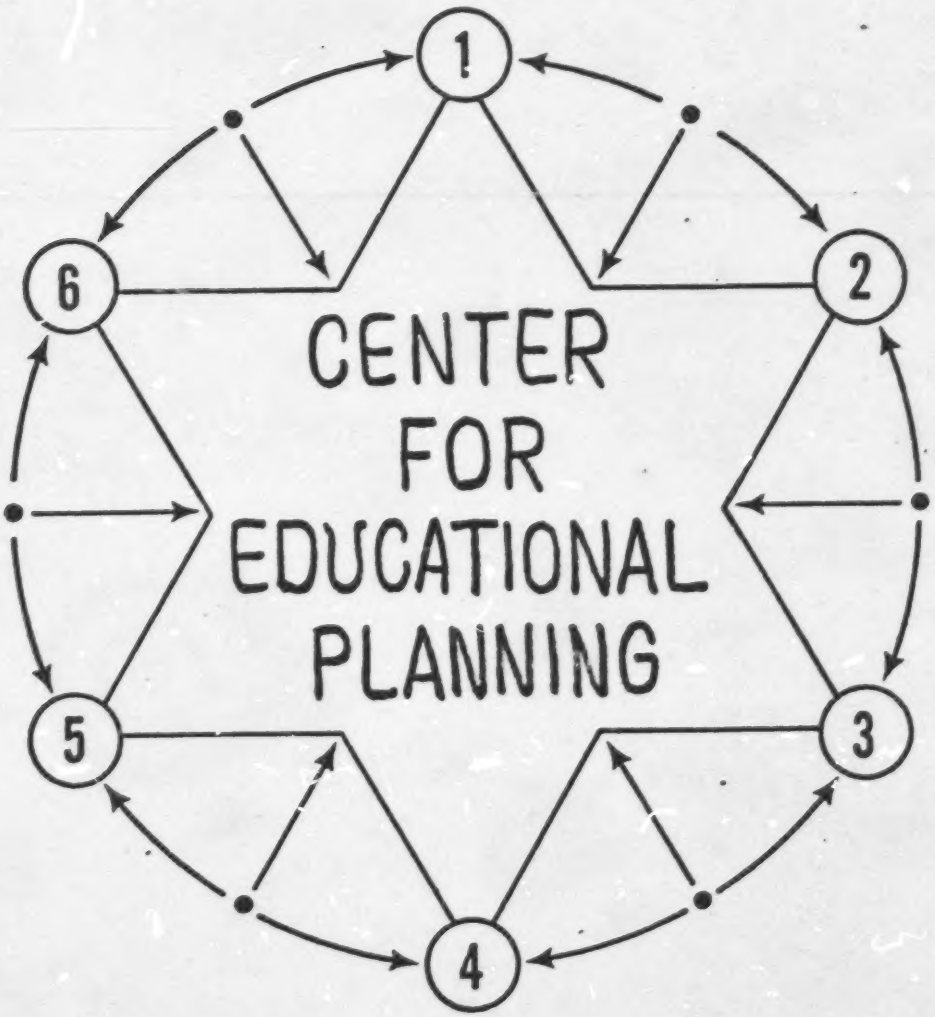
Component centers may undertake specific research, development or dissemination tasks to provide services which are deemed beneficial to the coordinated efforts of the entire system. Information, training, and professional assistance available within the system will be provided to the component centers.

b. Participating Members

Participating members are those educational and/or facility planning agencies who desire to utilize the services provided within the system without a commitment to participate in the research, development or dissemination functions of the system. Membership in the system will be in accordance with procedures established by the Advisory-Planning Board.

VOLUNTARY INTERNATIONAL PLANNING SYSTEM

VIPS



LEGEND - for the VIPS STAR

(1) The circled numbers represent participating autonomous centers throughout the United States.

• The dots between the tips of the star represent participating members who find useful the knowledge provided by the system.

c. Center for Educational Planning

The national center is the coordinating/management core of the international system.

(1) Goals and Objectives

Within the major goal of the international system, the specific objectives of the Center are:

(a) Upgrade planning capabilities in local communities;
(b) Improve knowledge and skills of educational planners;
(c) Describe available alternative strategies for planning;
(d) Foster and encourage research and development on planning techniques which maintain neutrality in data treatment;
(e) Provide easy access to information about planning;
(f) Promote wide participation in community educational planning.

(2) Tasks

The tasks of the Center and those of the component centers are closely interrelated.

(a) Assessment of needs of educational planners;
(b) Establish a network of component centers and participating members to conduct research, development and dissemination activities;
(c) Establish and operate an information search and dissemination service to serve all participants in the system;
(d) Improve the knowledge and skills of educational planners through training or retraining programs;
(e) Seek funding for and participation in the program of the system;
(f) Coordinate the functions of component centers to achieve the objectives of the open system and maintain neutrality in data treatment to allow institutions to be responsive to their publics.

Functions to be assumed within the system, and the tasks to be performed by the Center and the Components are shown in the following tabulation:

TASKS OF COMPONENT CENTERS	FUNCTIONS	TASKS OF NATIONAL CENTER
a) .Research, survey, provide data	a) .Assess need of educational/ facility planners	a) .Collect data .Seek solutions to problems .Coordinate research
b) .Conduct research, development, dissemination activities at the local level .Conduct planning activities	b) .Establish network of component centers and participating members to conduct research, development and dissemination activities	b) .Encourage commitment and participation .Coordinate research .Contract for research
c) .Provide information on local projects to Center .Seek information from other sources .Provide local dissemination	c) .Information search and dissemination.	c) .Establish storage-retrieval system .Abstract, digest materials .Evaluate information .Provide wide dissemination through publications, etc.
d) .Orient and train local participants in planning	d) .Training and Retraining of Educational/Facility Planners	d) .Assess state of the art .Develop plans for training planners .Conduct seminars .Provide internship for planners
e) .Manage local funding (including contracting, etc.)	e) .Seek funding	e) .Develop relationships with outside agencies (government and private) Contract with participating members Become self-supporting through services contracted
f) .Assume responsibility for tasks as designated by National Center	f) .Coordinate the functions of Component Centers	f) .Manage interrelationships to achieve compatibility and completeness of efforts by components
g) .Assist in local planning project .Develop/test planning techniques .Evaluate planning projects	g) .Educational/Facility Planning	g) .Provide professional/technical assistance as requested by component centers or participating members

(3) Structure

(a) Board of Directors (CEFP)
The Board of Directors of the Council of Educational Facility Planners, International appoints the members of the national Advisory-Planning Board. Relationships between CEFP and the Center for Educational Planners are maintained by the Executive Director, CEFP.

(b) Advisory-Planning Board
The Board organized to perform an advisory function for Project Simu School assumes a policy-making/coordinating function for the Center.

(c) Management
Under the direction of the Advisory-Planning Board, the Director of the Center administers the program of the Center. Staff responsible for the functions performed in the Center will be determined by the contractual arrangements negotiated with component centers, and policies established by the Advisory-Planning Board.

Operational coordination among all Components will be achieved through a Coordinating Council composed of the Center, a representative of the Advisory-Planning Board, and representatives of the Support Members (Funding Agencies).

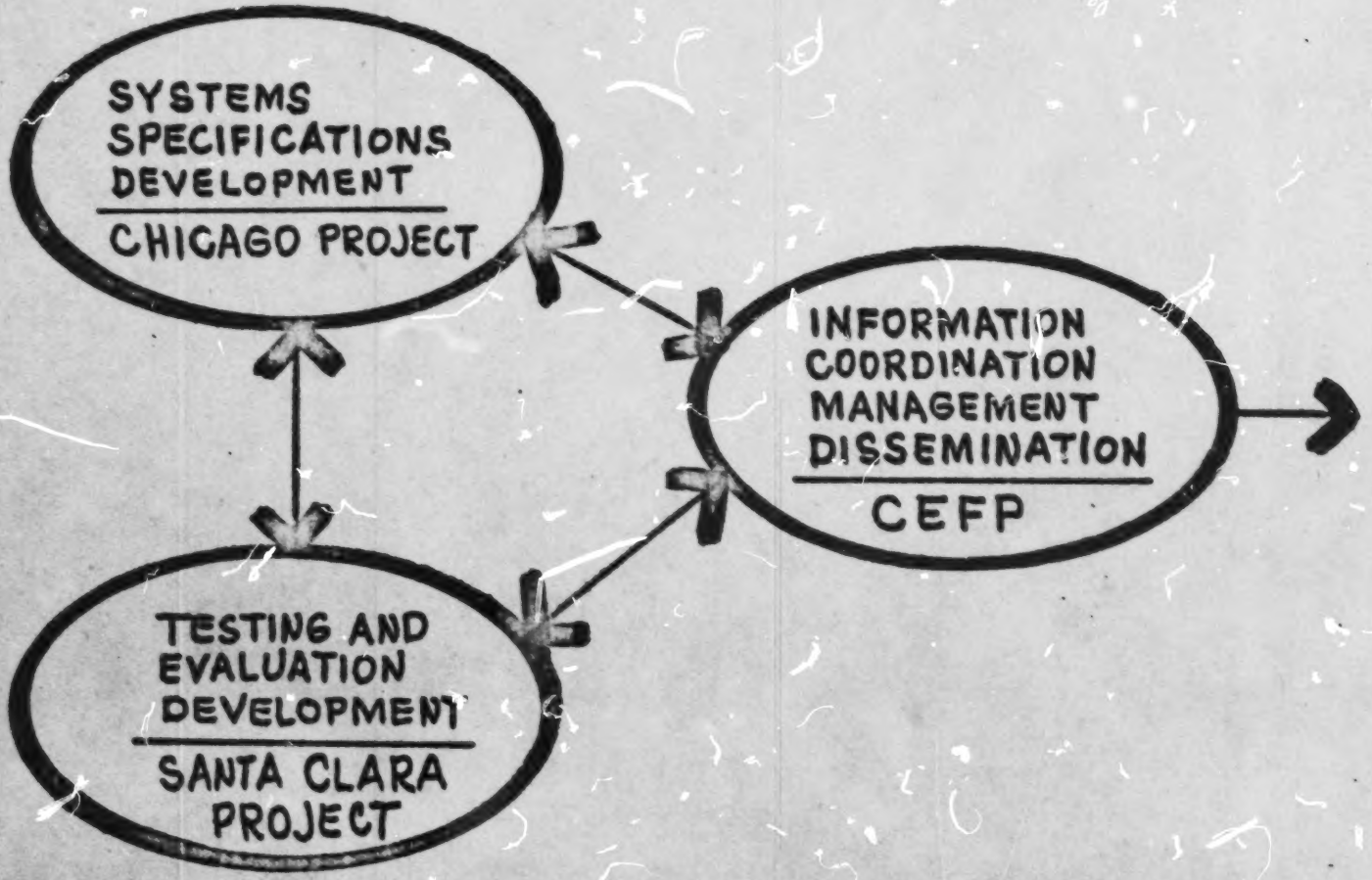
d. Support Members

Support members are the agencies from which funding has been received to support the development and initial operation of the National Center. A representative of each Support Member is included in the membership of the Coordinating Council.

CENTER FOR EDUCATIONAL PLANNING
COMPONENT CENTERS
CONTRACTS
BOARD OF DIRECTORS CEFP
EX DIR
NATIONAL ADVISORY PLANNING BOARD
SUPPORT MEMBERS
MANAGING DIRECTOR
CLERICAL FUNCTIONS
ADMINISTRATIVE COORDINATOR
PLANS AND TRAINING COORDINATOR
SUPPORT INFORMATION
TASK FORCES
CON-SULTANTS
CONTRACTS
PARTICIPATING MEMBERS

CENTER FOR EDUCATIONAL PLANNING

1. DEVELOPMENTAL LEVEL (PROJECT SIMU-SCHOOL)



2. POLICY LEVEL

COMPOSED OF INDIVIDUALS WHO ARE EXPERTS IN EDUCATION, DESIGN & THE PLANNING PROCESS

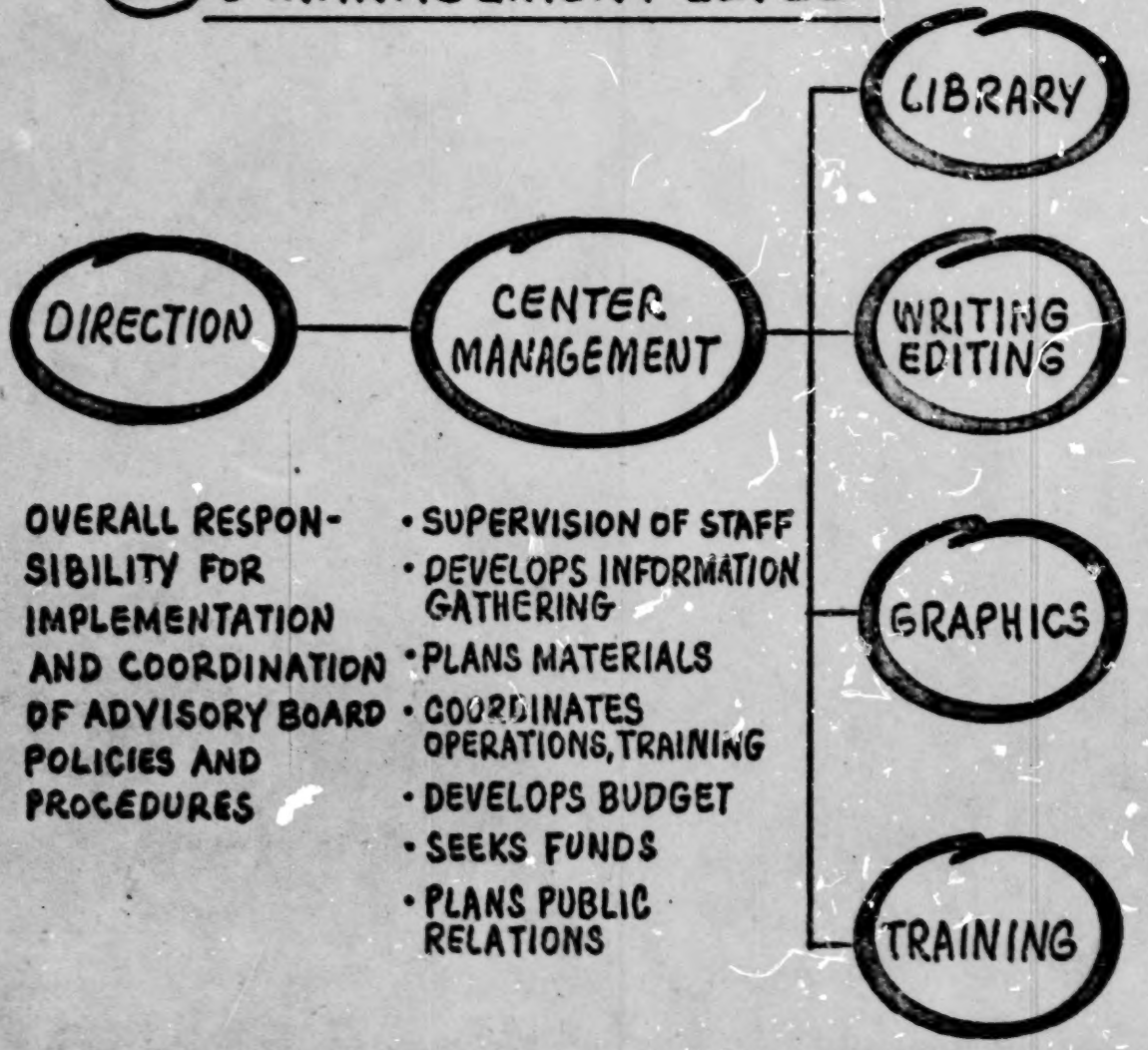
GOALS:

- Improve Educational Planning In And For Communities
- Improve Competency Of Educational Planners

OBJECTIVES:

- Strengthen Policy Development In Communities
- Involve Citizens In Planning For Education (Broaden Participation)
- Improve The Flow Of Relevant Data
- Improve Operational Planning
- Improve Allocation Of Resources And Funding Capabilities
- Improve Evaluation/Modification Of Plans
- Seek New Options For Education
- Assure Neutrality Of Planning Progresses

3. MANAGEMENT LEVEL



OVERALL RESPONSIBILITY FOR IMPLEMENTATION AND COORDINATION OF ADVISORY BOARD POLICIES AND PROCEDURES

- SUPERVISION OF STAFF
- DEVELOPS INFORMATION GATHERING
- PLANS MATERIALS
- COORDINATES OPERATIONS, TRAINING
- DEVELOPS BUDGET
- SEEKS FUNDS
- PLANS PUBLIC RELATIONS

RESOURCE MATERIALS ON PLANNING SIMULATION, EDUCATIONAL INNOVATIONS, SOCIAL PROBLEMS AND ISSUES
CATALOG & INDEX

DEVELOPMENT OF PLANNING MATERIALS
PUBLICATIONS
REPORTS
PUBLIC RELATIONS

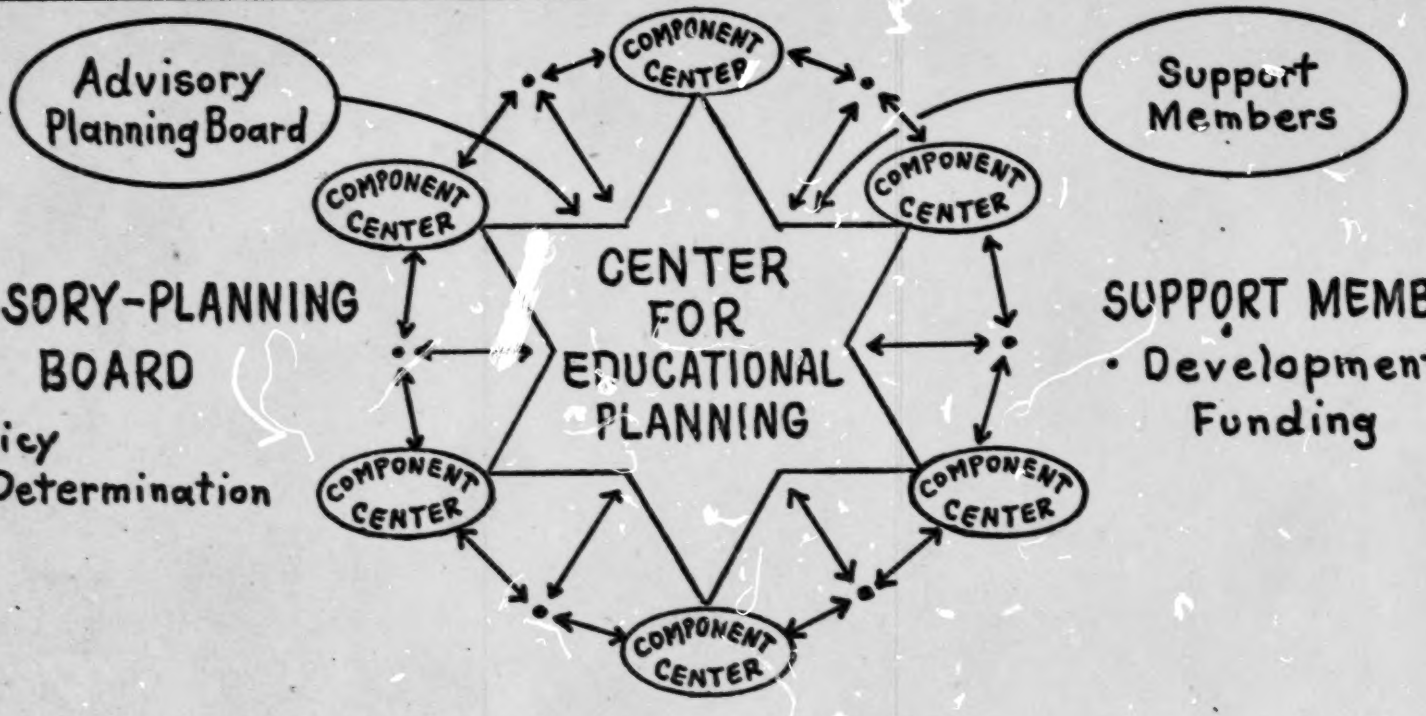
CONTINUITY OF PROFESSIONAL IMAGE IN PRINT AND VISUAL MATERIALS

DESIGN OF SIMULATION SETTINGS

EFFECTIVE GRAPHIC FORMS

DEVELOP OPERATIONAL HAND BOOKS
TRAIN PLANNING STAFF
DEVELOP TRAINING TECHNIQUES

4. OPERATIONAL LEVEL



ADVISORY-PLANNING BOARD

- Policy Determination

SUPPORT MEMBERS

- Development Funding

COMPONENT CENTERS

- Autonomous Planning Centers
- Research/Development Centers
- Universities
- Consultants

PARTICIPATING MEMBERS

- School Districts
- Local Regional Planning Agencies
- Educational Planners
- Others Users

5.
OPERATIONAL DEVELOPMENT
1. DEVELOPMENT LEVEL
2. POLICY LEVEL
3. MANAGEMENT LEVEL
4. OPERATION LEVEL
CHICAGO
CEFP
SANTA CLARA
NATIONAL ADVISORY PLANNING BOARD
CENTER FOR EDUCATIONAL PLANNING
MANAGEMENT
SUPPORT STAFF
COORDINATING COUNCIL
COMPONENT CENTER
COMPONENT CENTER
COMPONENT CENTER
COMPONENT CENTER
COMPONENT CENTER
COMPONENT CENTER
PARTICIPATING MEMBERS

IV. CONCLUSION

The opportunity to support the efforts of people in planning for education in their communities is one which cannot be ignored. Management of resources to translate aspirations into improved educational opportunities places responsibility on all who participate in any educational activity in a community.

Modern technology can assist in providing people-oriented solutions to educational needs. The Center for Educational Planning, and its developmental Simu School components are dedicated to assembling and developing usable techniques to assist in the planning activities to be conducted in communities. This is not an easy task in the face of constantly changing conditions, but one to which major efforts must be directed.

V. Appendix - Reference Material

A. Directory -- Project Simu School, September, 1972

1. Chicago Component

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